**Lesson Plan Format**

**Teacher Candidate \_\_Joyce Powers\_ Grade Level\_2\_ Date of lesson\_\_Dec 6, 2014\_**

**Content Standards:**

2SS2:Geography

Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

2SS3.c: Trace the history of a family through the use of primary and secondary

sources, including artifacts, photographs, interviews, and documents.

VA3b: The student uses knowledge and personal experiences to develop ideas

for artwork.

**Learner Background**

Students will use the information gathered through their family history interviews to design a personal family migration map.

**Student Learning Objective(s):**

Students will demonstrate their understanding of map skills and present on their family’s movements in history.

**Assessment:**

Students will present on their family’s history and discuss their migration map.

**Materials/Resources:**

Primary source: students display

Pencil/paper

Poster board

Family history paper/graphic organizer

World map

Continent cut out (countries outlined)

**Learning Activities:**

**Initiation:**

Teacher will display a world map and personal family migration map for students to view.

**Lesson Development:**

1. Teacher will model how he/she designed the map by using the graphic organizer (from lesson four) and how to label each location correctly

2. Students will collect the items they need to create their map.

3. Student will be allowed to discuss the process with a learning partner throughout the lesson.

4. Teacher will roam the room to assist where needed

**Closure:**

Students will present their map and tell about their family’s migration with the use of primary sources.

**Individuals Needing Differentiated Instruction:**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Nathan | ADHD, below level | Have his needed items (map outline, continents, ruler, pencil, etc.) ready at his desk. Have him highlight the locations on his GO that he will use to label the map. |
| Bob | IEP for LD | Work with to help personalize his map and a map checklist (Key, title, countries labelled, etc.) for him use to complete the task. |
| Sally | 504 disconnect with thought to paper | Have a map checklist and assist with highlighting the needed information to label correctly. |

Rubric

|  |  |
| --- | --- |
| |  | | --- | | **Making A Map : Family Migration** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Spelling/Capitalization** | 95-100% of words on the map are spelled and capitalized correctly. | 94-85% of the words on the map are spelled and capitalized correctly. | 84-75% of the words on the map are spelled and capitalized correctly. | Less than 75% of the words on the map are spelled and/or capitalized correctly. |
| **Labels & Features - Neatness** | 90-100% of the labels/features can be read easily. | 89-80% of the labels/features can be read easily. | 79-70% of the labels/features can be read easily. | Less than 70% of the labels/features can be read easily. |
| **Map Legend/Key** | Legend is easy-to-find and contains a complete set of symbols, including a compass rose. | Legend contains a complete set of symbols, including a compass rose. | Legend contains an almost complete set of symbols, including a compass rose. | Legend is absent or lacks several symbols. |
| **Title** | Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map. | Title tells the purpose/content of the map and is printed at the top of the map. | Title tells the purpose/content of the map, but is not located at the top of the map. | Purpose/content of the map is not clear from the title. |
| **Presentation** | Presents facts from all three generations with a primary source. | Presents facts from two generations with a primary source. | presents facts from one generation with a primary source. | Presents facts though no primary source. |